



## NEWBERRY ELEMENTARY

1829 Nance Street  
Newberry, SC 29108

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	408 Students	
<b>Principal</b>	Leila M. Caldwell	803-321-2670
<b>Superintendent</b>	Mr. Bennie Bennett	803-321-2600
<b>Board Chair</b>	Mr. Don Saylor	803-276-9765

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Below Average	Below Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

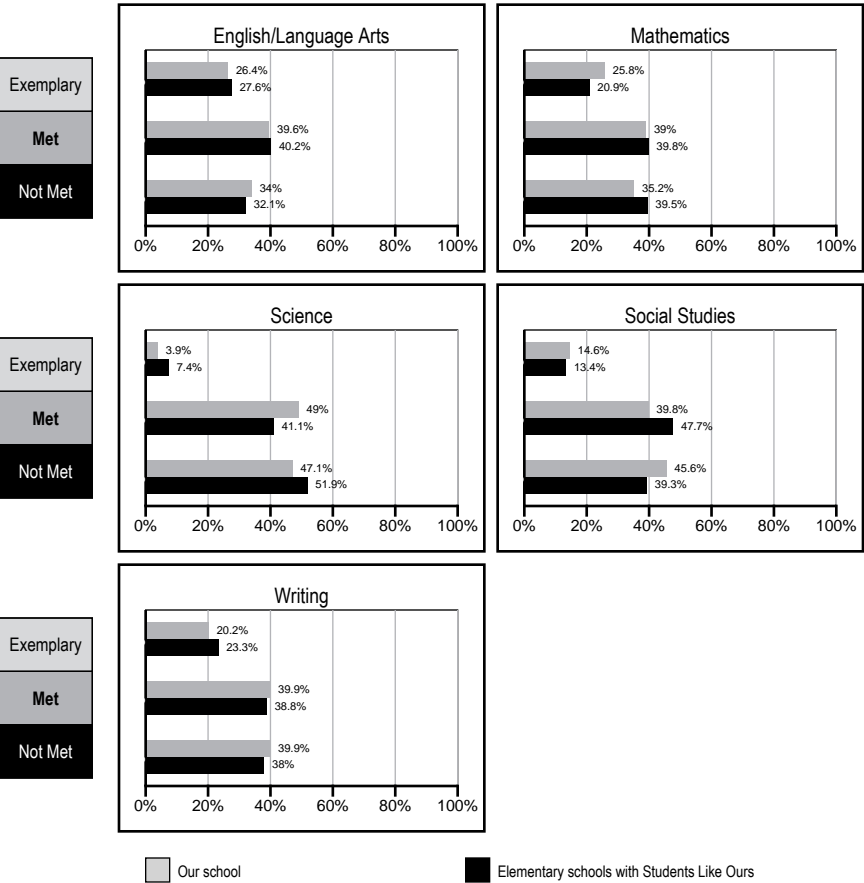
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	102	44	18

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=408)</b>				
First graders who attended full-day kindergarten	87.0%	Down from 100.0%	100.0%	100.0%
Retention rate	2.8%	Down from 3.6%	1.6%	1.2%
Attendance rate	95.7%	Down from 96.0%	95.8%	96.1%
Eligible for gifted and talented	25.5%	Up from 4.2%	5.2%	11.7%
With disabilities other than speech	4.3%	Down from 5.7%	8.5%	8.0%
Older than usual for grade	0.7%	Down from 1.8%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	61.3%	Up from 55.9%	58.3%	60.5%
Continuing contract teachers	93.5%	Up from 76.5%	80.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.0%	Up from 89.6%	84.8%	87.0%
Teacher attendance rate	93.1%	Up from 92.9%	95.2%	95.4%
Average teacher salary*	\$44,176	Up 2.3%	\$45,509	\$47,288
Professional development days/teacher	20.2 days	Up from 19.2 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.8 to 1	18.0 to 1	19.2 to 1
Prime instructional time	86.2%	Up from 85.6%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,008	Up 10.3%	\$8,280	\$7,548
Percent of expenditures for instruction**	72.0%	Up from 70.3%	68.0%	68.7%
Percent of expenditures for teacher salaries**	66.0%	Down from 66.6%	62.8%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

Newberry Elementary School is located in the city of Newberry, South Carolina. Our total enrollment of 417 students during the 2009-2010 school year consisted of 64% African American, 22% Caucasian, and 14% Hispanic students; of these students, 91% qualified for the free or reduced lunch program.

Newberry Elementary School is in its sixth year of being a South Carolina Reading First School. Teachers are implementing a variety of scientifically based reading research strategies that support best practices in reading instruction. They are actively engaged in professional studies, on-going collaboration, and sharing strategies that work within the classroom. Teachers continue to broaden their knowledge base as they attend conferences, workshops, seminars, and conduct peer observations.

Data collected from MAP, Dominie, and Stanford tests, will continue to be used to guide instruction to meet the needs of all students. We have placed a heavy emphasis on small group instruction.

For the 2009-2010 school year, Newberry Elementary School was able to continue the employment of a full time Parenting Coordinator. With the continuation of this position, the school experienced a vast amount of increased parental involvement. The Parenting Coordinator provided and arranged parenting workshops, literacy programs, and solicited the assistance of volunteers from the community in a variety of areas that provided support to the students and teachers.

Newberry Elementary School was proud to become a PBIS (Positive Behavior Intervention and Support) site for the 2009-2010 academic year. With the implementation of this program, the school experienced a tremendous decrease in discipline referrals and an exuberant increase in moral from students, faculty, and staff.

We have made great strides and our students are the beneficiaries, but there is always room for growth.

Mrs. Leila M. Caldwell, Principal  
Mrs. Andrea Hawkins, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	31	63	29
Percent satisfied with learning environment	70.0%	90.5%	92.9%
Percent satisfied with social and physical environment	87.1%	77.0%	82.8%
Percent satisfied with school-home relations	58.6%	79.0%	82.1%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	175	97.7	34	39.6	26.4	79.9	78.9	83.5	Yes	Yes
<b>Gender</b>										
Male	81	98.8	41.9	40.5	17.6	77	75.6	80.1	N/A	N/A
Female	94	96.8	27.1	38.8	34.1	82.4	82.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	31	96.8	14.8	33.3	51.9	100	88.4	89.6	I/S	I/S
African American	118	97.5	44.9	36.4	18.7	71	67	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	26	100	8	60	32	96	77.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	15	86.7	N/A	N/A	N/A	76.9	46.7	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	9.1	59.1	31.8	95.5	75	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	159	97.5	35	39.9	25.2	77.6	72	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	175	97.7	35.2	39	25.8	76.7	76.4	80.4	Yes	Yes
<b>Gender</b>										
Male	81	98.8	39.2	36.5	24.3	73	73.4	78.4	N/A	N/A
Female	94	96.8	31.8	41.2	27.1	80	79.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	31	96.8	22.2	29.6	48.1	85.2	86	87.8	I/S	I/S
African American	118	97.5	43	41.1	15.9	71	64	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	26	100	16	40	44	92	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	15	86.7	76.9	7.7	15.4	46.2	42.5	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	18.2	36.4	45.5	90.9	75.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	159	97.5	37.1	38.5	24.5	75.5	68.7	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	110	100	47.1	49	3.9	52.9	60	67.3
<b>Gender</b>								
Male	56	100	45.1	51	3.9	54.9	60.2	66.9
Female	54	100	49	47.1	3.9	51	59.7	67.7
<b>Racial/Ethnic Group</b>								
White	20	100	17.6	64.7	17.6	82.4	74.7	79.6
African American	75	100	56.3	42.3	1.4	43.7	42.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	15	100	N/A	N/A	N/A	64.3	54.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	31	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/A	N/A	N/A	61.5	52.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	100	100	50	47.8	2.2	50	48.3	55.4

**Social Studies**

All Students	108	100	45.6	39.8	14.6	54.4	66.5	70.9
<b>Gender</b>								
Male	49	100	50	35.4	14.6	50	64.6	70.1
Female	59	100	41.8	43.6	14.5	58.2	68.5	71.7
<b>Racial/Ethnic Group</b>								
White	18	100	16.7	61.1	22.2	83.3	78.8	79.2
African American	72	100	54.4	35.3	10.3	45.6	49.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	18	100	41.2	35.3	23.5	58.8	70.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	34.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	16	100	40	33.3	26.7	60	68.9	68
<b>Socio-Economic Status</b>								
Subsidized meals	98	100	49.5	37.6	12.9	50.5	56.9	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	179	97.8	39.9	39.9	20.2	60.1	64.5	72.1	95.7	95.7
Gender										
Male	83	98.8	49.3	37.3	13.3	50.7	55.6	65.2	95.4	95.6
Female	96	96.9	31.8	42	26.1	68.2	73.6	79.2	96.1	95.9
Racial/Ethnic Group										
White	33	97	22.2	37	40.7	77.8	76.6	80.8	95.1	95.8
African American	119	97.5	44.5	40	15.5	55.5	49.7	59.7	95.9	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	96.3
Hispanic	27	100	38.5	42.3	19.2	61.5	60.3	64.6	96	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	98.8
Disability Status										
Disabled	16	87.5	N/AV	N/AV	N/AV	30.8	22.3	27.7	95.2	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.2
English Proficiency										
Limited English Proficient	24	100	43.5	34.8	21.7	56.5	57.7	63.7	96.8	96.2
Socio-Economic Status										
Subsidized meals	163	97.6	42.2	38.1	19.7	57.8	54	61.9	95.6	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	60	100	32.8	32.8	34.5	67.2
	4	60	100	49.1	34.5	16.4	50.9
	5	65	100	30.2	55.6	14.3	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	63	98.4	21.8	38.2	40	78.2
	4	49	95.9	43.5	39.1	17.4	56.5
	5	63	98.4	37.9	41.4	20.7	62.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	60	100	55.2	32.8	12.1	44.8
	4	60	100	34.5	60	5.5	65.5
	5	65	100	52.4	46	1.6	47.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	63	98.4	36.4	23.6	40	63.6
	4	49	95.9	28.3	47.8	23.9	71.7
	5	63	98.4	39.7	46.6	13.8	60.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	32	100	48.4	48.4	3.2	51.6
	4	60	100	41.8	50.9	7.3	58.2
	5	33	100	43.8	53.1	3.1	56.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	32	100	N/A	N/A	N/A	35.7
	4	47	100	41.3	56.5	2.2	58.7
	5	31	100	39.3	50	10.7	60.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	28	100	37	55.6	7.4	63
	4	60	100	43.6	50.9	5.5	56.4
	5	32	100	N/AV	N/AV	N/AV	41.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	30	100	40.7	37	22.2	59.3
	4	47	100	45.7	37	17.4	54.3
	5	31	100	50	46.7	3.3	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	62	100	39.7	48.3	12.1	60.3
	4	59	100	41.8	41.8	16.4	58.2
	5	67	100	40.6	35.9	23.4	59.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	64	98.4	36.2	37.9	25.9	63.8
	4	51	96.1	37	41.3	21.7	63
	5	64	98.4	45.8	40.7	13.6	54.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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